

A Study of George Mason's "Grammaire Angloise" (1622)

by Georgia Jane Cotter

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A STUDY OF
GEORGE MASON'S "GRAMMAIRE ANGLOISE"
(1622)

GEORGIA JANE COTTER

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A STUDY
of
George Mason's "Grammaire Anglois" (1622).

A.--INTRODUCTION

1.--Survey of the English Language up to 1625.

The influence of French upon English has been so great and varied that it is almost impossible to trace it in its entirety. It is found in the social and political history of this nation as well as in its literary and linguistic history. This last is perhaps more easily and satisfactorily studied than the others might be, for it is preserved in definite documents.

The first notable French influence was upon Old English at the time of the Norman conquest in 1066. It is an historical ¹fact that William the Conqueror did not attempt to impose his native language upon his new people, but tried in every way to make them feel that they were ruled by a loyal descendant in the old line of succession. No effort on his part could, however, keep his followers

1. Champney, History of English, XlII, p. 159.

from retaining their native tongue. It was through the noblemen and landowners that the French language began to exercise a nation-wide influence. "That the English vocabulary is so overwhelmingly romance is due to the Norman Conquest. How it came to pass that the speech of the invaders, after threatening for a time to drown the language of the natives, left on it such a deep impress need not be related here. Both Freeman and the historians of the language have given of the struggle between the two tongues, resulting in the final triumph of the native one, but the price of heavy losses made up for by ungrudging adoptions, fairly accurate accounts."¹ Although attempts were at first made to publish all legal matter in English or Latin, later French grew to be more and more used in these documents, as the prejudice to it lessened. For the sake of trade and the everyday intercourse absolutely necessary between lords and their tenants, there grew up a sort of jargon, a cross between the Norman-French and the East Midland Dialect. It is this blending of a French dialect, not that of the Ile de France, the national center, but of Normandy, with ^{an} old English dialect,

1. Jules Derocquigny, "A Contribution to the Study of the French Element in English," p. 25.

which goes to form Middle English such as Chaucer used.

"The influence of French upon the English language and grammar was the product of (1) a period when the same man, a Gower, for instance, could speak and write both indifferently, which is apt to blend together, not only two vocabularies, but also two syntaxes; (2) whole ¹pages when French literature was being translated and imitated."

The effects of this blending are easily traced. The great use of French destroyed the cultivated or "standard" West-Saxon English, especially that used in old English poetical style. The fact that there were many old English dialects with none supreme was reason enough for the French to gain ascendancy over them. "The English dialects have retained many old French words which proves how deep the infection has been. Many French loan-words that one is apt to consider as purely literary adoptions were really ²in popular use." It changed the English fundamentally. Spelling was affected and took on the French form. Many French idioms were introduced. Foreign words began to make their appearance in wholesale fashion. "Thus French pours in in the wake of the Norman Conquest. It paves the way

1. Derocquigny, p. 154.

2. Ibid., p. 147.

for further and constant invasion. Ever since the great infusion of French words into the English vocabulary, the form of French words did not look strange in English and they were easily naturalized. It made it easy to go on¹ borrowing from Parisian or Central French." This was very natural, for the Frenchmen who tried to speak English used these words unconsciously, while the Englishman used them² "for to be more y-told of." Besides, translators from the French gave currency to these foreign words by their use of them. French words came in that duplicated the same meaning as the English word; for instance, 'flower' and 'blossom'. These words were in some cases anglicized by native terminations. The words which came in were especially those of government, war, architecture, medicine, sport and religion. "French opens up another source of wealth, Latin... But as hinted before, many more words, no doubt, which are treated as adoptions from the Latin, would be traced immediately to French but for the lack of information as to their earliest occurrence in the latter language... This process of latinizing French loan-words in English began early...³ It corresponds to a parallel Latinization in French."

1. Derocquigny, p. 46.

2. Champney, History of English, Ch. XLII, p. 164.

3. Derocquigny, pp. 47, 62.

In almost all cases at this period where a word has a Latin etymology its history may be traced through the French, but rarely directly to the Latin. The English, at this time, is always the borrower, never the French. The pronunciation may be changed or the accent shifted so as to totally disguise the source to the casual observer, but it may easily be traced. A great many other changes which occur in English at this time, such as the dropping of letters, cannot, however, be so easily traced to French influence.

The East Midland dialect became, at a time later than Chaucer's, the "standard" dialect of England. It was not until after his death, during the fifteenth century, that it became the established literary language. The main causes for this were that it was intelligible to those who spoke the other dialects, because London, Oxford and Cambridge all knew the East Midland dialect; because such great writers as Chaucer, Wycliff and Purvey wrote it. It was thus in the fifteenth century that English was practically as it is today, though a little different in sound. A glance at Caxton's English in his "Eneydos" (1490) shows this plainly. The terminations have been dropped, his final "e" being a mere ornament, so that his writing seems very modern.

Having come now to the really English language after its thorough blending of Norman French and Old English, it is easy to identify the consciously borrowed words which came in later, on account of the more obvious French form which they kept in English. Caxton did not use words as Chaucer did, half unconsciously, but rather with the definite idea of giving these words currency. Later in the fifteenth century, during the great revival of classical learning, many of the French words which were already in the language were changed to identify them with their original Latin sources. It was at this time that there occurred so many false etymologies made by unskilled students of the language.

2. The Literature preserving the evidence of the exchange of influence during this period.

The French influence in language necessarily increased, since the literature became more and more closely connected with the English literature. "-In a country where not only aliens, but also natives wrote French, it is no wonder if a huge literature of translations or imitations from an admired language and literature arose there."¹

1. Derocquigny, p. 46.

Many of the authors of this time traveled in France and hence were greatly frenchified in many ways. Sidney and Jonson are among the great writers who spent some time in France.¹ Moreover, many translations occurred in England during this period. Sidney, James VI (of Scotland), and especially Sylvester, translated Du Bartas. Floris's translation of Montaigne appeared at this period. Rabelais became well known in England at this time through translations of his "Gargantua." The religious writings of Calvin are abundantly translated. The English were interested in French. They aped the French manners, talked about the politics there, tried to speak the language and read French books, and imitated this foreign country in all its more general literary movements.

Grammars and rhetorics were beginning to appear at this time. Jonson's grammar has in it many references to the French, while Palsgrave printed a grammar teaching French, "Esclaircissement de la langue françoise." The rhetorics of Cox and Wilson appear during this period and show a knowledge of French. People were becoming more conscious of themselves and of their language and sought

1. Upham, French Influence on English Literature.

to make it conform to their ideas of correctness. There now begin rash efforts to make a language with set rules and regular paradigms like those of the old Latin grammars. This interest, which showed itself first in connection with the vernacular, extended further into an effort to teach the modern European languages as Latin and Greek were being taught. The French influence was great in England at this time, while English was very little known in France. There were grammars at this time and teachers who sought to enlighten the English as to the French language. The teachers were very popular in England. The teachers of English in France had no success, however. "A professor of English would have starved in Paris. While Saint-Lien, alarmed at the number of his rivals in England, was charging parents to note well his address...we find in France during the sixteenth century only a few rude grammars and brief lists of words intended to facilitate the trading operations of merchants with England." ¹ The impulse for this came from the commercial class, who were naturally at a disadvantage in knowing only their own language. Glossaries were printed containing French and English words destined to help the tradesmen of these two

1. J. J. Jusserand, *Shakspeare in France*, pp. 20-23.

countries. It was during this time that George Mason's "Grammaire Angloise" was printed in London in 1622. It is a very short grammar intended to teach Frenchmen the fundamental principles of English necessary for intercourse in that country. Mason himself gives his purpose as follows:

"Or afin que noz françois, en faveur desquelz ie mets cecy en avant, puissent tout d'une traite prononcer ou imiter la langue Angloise, ie leur propose et mets icy devant les yeux, et la prononciation Angloise et l'orthographe separément: et ce en termes les plus familiers et dont ils ont plus de besoin, tant à leur arrivèe en ce païs, que en leur demeure en iceluy." It is a very interesting little book though entirely hopeless as far as its aim to teach English is concerned. The following analysis will give some idea of its contents and aim.

B.--STUDY OF MASON'S GRAMMAR

1. Survey of the book as edited by Max Niemyer in 1905.

The title page of this book, as edited by Max Niemyer, reads as follows:

"Herausgegeben von R. Brotanek

Heft 1

George Mason's
 Grammaire Angloise
 Nach den Drucken von 1622 und 1633
 Herausgegeben
 von
 Dr. Rudolph Brotanek
 Privatdozent
 Halle A. S.
 Max Niemyer
 1905"

The entire book, as edited in 1905, consists of (1) a preface by Dr. R. Brotanek, (2) an introduction by Max Niemyer, (3) the original title page, (4) a copy of the original grammar as edited in 1622, (5) a first appendix containing the French misprints of the edition of 1622, (6) a second appendix containing a list of the English misprints in the 1633 edition, (7) a paged list of the English words used in the text, and (8) an account of the contents of the book, in German, very much as they were given above.

The introduction discusses the data concerning the different publications. The author states arguments which prove that the book was printed in London or at least by an English printer. He mentions the owners and

editions of the book as far as he is able. He has nothing to say of the life of the author of the grammar except that he was a French merchant and traded in London. He commends the originality of Mason, who in this time of fanatic reform of language could write a simple grammar for the lower classes, using their own vocabulary and idioms. He goes on to explain that this merchant shaped his material much after the fashion of the old Latin grammars and even tries here and there to show off his knowledge of the ancient languages. Niemyer goes on to make a severe criticism of the awkward presentation and the faulty rules, ending with the statement that absolutely no one could learn to speak English by a study of his grammar. With this, all must agree, as will be seen in the subsequent study of Mason in this paper.

After this general survey of the book, Niemyer takes up a rather lengthy discussion of the sound values of the vowels and consonants in the English of the first quarter of the seventeenth century, transcribing Mason's sounds by the Ellis paleotype.

The title page of the grammar proper is as follows:

"Grammaire Angloise

Contenant les reigles bien exactes & certaines de la pronunciation, Orthographe, & Construction de nostre langue;

En faveur des estrangers qui en sont desiroux.

Par George Mason

Marchand de Londres

A Londres

Chez Nat. Butter

1622"

The book is composed of 105 pages and is divided into two main parts: pages 1-59, grammar; pages 57-76, 77-105, practice English. An outline of the general plan would be about as follows:

1. "Prononciation"

1. Letters and syllables

1. Alphabet

1. letters

2. consonant sounds

3. vowel sounds

2. Test ("Pierre de touche")

3. Addenda:

1. sh (Fr. ch)

2. abbreviations

2. "Les mots composez"

1. Suffixes

1. -full

2. -some

3. -lesse

4. -man

2. Prefix

1. ~~-man~~

2. Prefix

1. un-

3. Noun and Verb

1. The declensions

1. Possessive case
2. Article (definite)
3. Article and "man" declined
4. Genders

2. The Verbs

1. Pronouns
2. Signs of tenses
3. Distinction of "shall" and "will"
4. Conjugations
 1. drink
 2. love
 3. buy
5. Forms of the Present Participle
6. Forms of the Past Participle
7. Use of the Past Participle in
compound tenses
8. Conjugation of the auxiliaries
 1. to have
 2. to be

4. "La prolotion, l'orthografe, le François"

1. Short everyday expressions
2. "To rise in the morning"
3. "For women"

5. General practice in vocabulary

1. "To goe to the shambles"
2. "The kitchen"
3. "The table"
4. "The Tailor and shoemaker"
5. "Children going to school"

He himself gives his main divisions at different times during his discussion (p. 22): "Nous contentans pour le present d'avoir touché legerement des lettres, syllables, et mots composez, nous viendrons maintenant à traiter des declinaisons angloises et leurs noms et verbes;" (pp. 58-59): "Or afin que noz françois, en faveur desquelz ie mets cecy en avant, puissent tout d'une traite prononcer ou imiter la langue Angloise, ie leur propose et mets icy devant les yeux, et la prolotion Angloise et l'orthographe separément: et ce en termes les plus familiers et dont ils, ont plus de besoin, tant à leur arrivée en ce país, que en leur demeure en iceluy: et touchant le françois, qu'ilz ne s'y arrestent pas, acause que il l'ay accommodé a la frase angloise, visant à mon but pretendu, assavoir de vous

enseigner à parler Anglois;" (p. 78): "Hitherto I have given you instruction for the pronouncing of English: and here followeth the practice of the same."

2. General Criticism of the Grammar

1. Presentation.

It is easy to see how careless and faulty is his arrangement. It would be almost impossible to enumerate his omissions, for his grammatical material, as well as his examples and practice phrases, are so scant that no Frenchman could ever learn enough English from it for any continued intercourse in that language. Yet even in the little material that he does make use of, his arrangement might have been more careful. For instance, his plan might better be divided into three parts: (1), instruction in pronunciation, to include his general discussion of sounds up to his study of the noun and verb; (2), a grammatical study of the parts of speech (noun, article, pronoun and verb) up to his "Pierre de touche;" (3), some practice in pronunciation and vocabulary to include the rest of the book.

A general criticism of this grammar was given by Max Niemyer in the introduction, but the study is not very extended nor the examples given very numerous. Many examples occur, however, which show the inadequacy of the book. Mason's

book is filled with ridiculous and incorrect statements and recommendations. In speaking of the alphabet, (p.2) he says: "faites donc que vostre Angloise vous prononce tout l'alfabet qui suit," presupposing the learner's residence in England. In another place (p. 4) he warns his reader to beware of pronouncing "e" before "n" as in French, "mais prononcez-le en sa propre nature." He assures him (p. 6) that the "k" is easy to pronounce without giving any further explanation. Again, in discussing the sound of "th", (p. 16) he encourages his reader by this recommendation: "quand ilz viendront à prononcer ces mots, qu'ilz touchent doucement les dents de devant du bout de la langue, imitans en partie en la prolation de "th" ou les serpens, ou les oisons quand ilz sifflent."

Moreover, there is a great waste of space. Even with the scant material he presents, he still includes superfluous matter. For instance, he brings in (p. 9) ridiculous phrases which sometimes are only suggested to him by the chance use of a word in an example. He spends a great deal of time discussing the adverbial ending (p. 11) and never in any case does he discuss the adjective as such. He uses a page and a half (pp. 23, 23) to show that "the man" and "the woman" are invariable for all cases and omits the possessive case which is, in fact, the only inflected form.

He writes page after page (pp. 25-69) of paradigms, repeating over and over again the simplest constructions; yet even here where he brings in so much superfluous matter, he makes some very important omissions.

Many poor as well as incorrect examples occur. In a sentence (p. 25) serving to show "had" as the sign of the pluperfect tense, he says: "If I had had money at will....," without pointing out which of the two "hads" he refers to, nor explaining what the other is. Often, in presenting an example, he emphasizes one part of it but ignores all other difficulties. For instance, in his examples for pronunciation, (p. 13) he gives the word "charitie" for the "ie" sound, expecting his reader to pronounce the difficult initial sound before he ever explains it. He says (p. 4) that "g" changes pronunciation before "e" and "i", but limits himself to examples of the hard "g". Then later, (p. 5) in speaking of initial "i", he states that it should be pronounced like soft "g", of which, as before stated, he has explained nothing. In some places he transcribes the "th" sound as "d" (p. 2), and in others simply as "th" (p. 15).

His rules are never above criticism. He gives only a few lines to the discussion of the pronoun (p. 24), making no distinction between the different cases. He speaks of only one article, the definite (p. 22). Many are misleading,

as for instance, his making the auxiliary "do" the sign of the English tense (p. 25). He makes no distinction between the preterit and the imperfect tenses in English (p. 25). He omits the conditional tense, the plural of the imperative (p. 32) and (p. 43) all discussion of the past participle except in its use in the passive. He uses his auxiliaries (p. 304) in conjugating the main verbs, and then proceeds to conjugate the auxiliaries themselves. He shows this same lack of order elsewhere; for instance, during the discussion of compound words (pp. 18-22) a prefix is inserted among the suffixes without a word of explanation. He cites the pluperfect subjunctive when talking of the indicative. He resumes his discussion of "th" (p. 15) after having discoursed at length upon other topics (p. 2). This lack of the sense of grammatical proportion is also shown where he brings into the midst of important discussions such trivial considerations as "abbreviations," and words compounded with "full", "man", etc., (pp. 18-22) treating them at length as if they were fundamental grammatical principles. There is an entire absence of classification and condensation throughout. Even when in some cases, as in his distinction of the use of "shall" and "will" (p. 26), he is able to give some good hints, he is unable to draw conclusions as to general principles.

Here and there in this medley of pronunciation, grammar and vocabulary he attempts to show off his learning by references to other languages. (p. 10): "Il n'y a aucune difference entre les Angloys & les Latins, touchant la prolation de 'x'." (P. 14): "Quand le François sçaura prononcer parfaitement ces mots italiens, Cicerp: Cicerone; il prononcera aisément le ch des Anglois." (p. 16): "Or en prononcant ces mots & semblables, que le François se donne garde que au lieu de I thanke you: comme font les Flamans: mais adressant ma parolle aux gens doctes qui entendent la langue Grecque, qu'ilz prononcent ces mots comme s'ilz estoyent escrits avec un *v*...."

He furthermore tries to liven his material with poor jokes (p. 21): "le quel not, woman, selon l'opinion d'aucuns se peut diviser en deux, assavoir, wo, qui signifie, malheur, & man, home: comme si lon disait mal-heur a l'home, ou de l'home: de laquelle etymologie, ie m'en rapporte à ce qui en est: il est vray que quand les Anglois se veulent un peu rire des femmes, ils amainent ceste belle interpretation." (p. 82): "Is he a man cooke, or a woman cooke? Neither of them: doe you believe me? How can this be? I understand not your meaning: you speake by {parable
riddle}." (p. 99): "Demandez vous a un famelique s'il veut manger? quelle question est cela? ou l'avez vous apprinze? je

mangeroye d'un cheval s'il estoit dresse." These insertions, of course, only serve to increase the already abundant material. It certainly must be agreed that only one understanding English could possibly benefit by this book. A foreigner could not even profit by the scraps of knowledge of the language which occur now and then.

2. Criticism of Composition.

Besides the awkwardness of presentation, a number of other faults are apparent in his little book. There are numerous misprints in both the English and French, such words, for instance, as 'chaffez' (for chauffez). He is extremely careless with his accents, omitting them where they should appear, and then putting them on in the wrong place. His use of the cedilla before "a", "e" and "o" varies (see Vocabulary). It is interesting to note that nowhere does he use the grave accent. He at times substitutes an acute accent, but at others, simply passes over without any mark at all. He is not consistent in his use of capital letters. The following words used as nouns of persons all occur on one page (p. 21) and with this variety of spelling: "un françois, un flaman, un ⁴Irlandois, un Anglois." He is, moreover, careless in his use of brackets. If a bracket is necessary in his sentence in the one language,

he will use it in the other as well; for instance, (p. 85)
 "to the ^{matter} ~~purpose~~ -a-propos". Even more unscholarly than this
 is his bracketing of a series of nouns of different genders,
 (p. 99) showing only one form of the article. Of course,
 some of this may be due to poor printing, but there are
 many other mistakes already mentioned which tend to prove
 it the author's fault.

3. Study of his Vocabulary.

Besides these points of presentation and composition,
 there is much to prove interesting in the mere vocabulary
 itself. In the appendix of this thesis may be found a
 complete vocabulary of the French words of this grammar,
 with the pages on which they occur and also accompanied by
 the translations as they are given in the book. A study
 of this list of words readily shows the kind of language
 Mason wrote. It is the tongue of the middle class of his
 own day, the everyday language which he picked up among the
 people with whom he lived and worked. Some of these words
 are peculiar in meaning as well as spelling. Some, although
 still used in modern French, have changed their meaning
 somewhat, some becoming more general, some more restricted.
 Some of these were already beginning to disappear at this
 time, as "doint" for present subjunctive of "donner" (pp. 61-105),

"ste", a contraction (pp. 93-95, 99) from "ceste". Some of these French words seem, moreover, to be borrowed directly from his English words, as "goudale" (from good ale, p. 93) and "stone" (from stone, p. 79), "goud ale" being the Flemish form, according to Littré. Some of the English words have disappeared in modern times: "verdingall" (p. 69), "Sarcenet" (p. 101), "fore-part" (p. 68), "safe-gard" (p. 72), "shot" (p. 76). Since this contains so many of the peculiarities in meaning and spelling and since there is so little preserved from the middle-class tongue of this date, it seemed worth while to preserve these oddities in a vocabulary.

C.--CONCLUSION

1. Place among other grammars of the period.

It is easy to see from the preceding discussion that this little book is far from being a grammar in the true sense of the word. It seems a pitiful attempt at explaining the principles of the English language. But when it is considered that this book was writtey by a merchant, not a professional writer, who made no pretensions at grammatical learning, it must be admitted that the result was nothing to be ashamed of. It must also be remembered that Mason wrote at a time when the books of the most learned

men of the day were ridiculous in their attempts at classification, derivation and grammatical construction. Even well-known grammarians of the period hesitated to publish their works as authoritative because they felt that they in some way lacked the true linguistic sense. Pillot would not publish his book. "On le voit, Jean Pillot était bien loin, en écrivant cet ouvrage, d'avoir l'intention de le publier; et pour décider l'auteur à le faire paraître, il ne fallut rien moins que les sollicitations pressantes de son ami Claude Colet; encore ne fut-il déterminé que par cette considération qu'il manquerait de charité chrétienne, en privant le public d'un bien qui ne causerait de préjudice à personne."¹

These grammarians did not seem to be able to overcome the idea that they had to reconstruct the language in their grammars according to their idea of what a language ought to be. It was to Mason's credit that he was able unconsciously to preserve that part of the language which is most interesting to posterity. He simply wrote down things as he heard them, leaving all philological discussion aside.

2- It is this quality that makes the "Grammaire Angloise"

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1. Toiseau, Etude Sur Jean Pillot, pp. 54-55.

most worthy of attention. It is not as a grammar, for his work is not clear nor easily understood, but as a linguistic document, that the book has real value. Here is preserved the everyday speech of the middle class of the early seventeenth century. There is so little preserved from this period in such an intimate way that this becomes even more precious for that reason. Though modest in aim and faulty in execution, still it may serve as a check or source of comparison for more extended philological study.

D. Appendix : Vocabulary:

A

<u>Word.</u>	<u>Meaning.</u>
à, 2, 3, 4, 6 etc; a, 44; au, 27, 67 etc.	
abbreuves, 75	water (v.)
abbreviation, 17	
abondance, 18	plentifull
abondé, 18	
acause (de), 2, (que), 59 etc.	
accointance, 12	acquaintance
accomoder, 1, 59 etc.	
acheter (conjugated), 26-44 etc. .	buy
achis, 95	minced meat
acoustremens, 103	garments
Acquerir, 4 etc.	to get
actif, 44	
actions, 15 (de graces)	Thanks
addressant, 15	
adieu, 63, 77	Fare you well
admoneste, 14	
adverbes, 11	
advise, 89	heede
a fin de, 25, 57 etc.	
afin que, 87, 103 etc.	that

Agneau, 8, 9, 79 . . .	Lamb
aide, 44, 67, (ayde), 51 etc. . .	help
aiguille, 71 . . .	needle
aimer (conjugated), 26-44 etc. .	to love
ains, 26	
ainsi, 3, 4, 8, 11 etc.	
aire, 19, (see bonnaire) . . .	aire
aisé, 1, 6 etc.	
aisément, 14	
aisselle, 89	
alfabet, 1 (see alphabet)	
aller, etc., 11, 44, 79 etc.	
alphabet, 2, 3 etc. (see alfabet)	
alterez, 61 (p.p.) . . .	drie
ame, 65 . . .	soule
ameinent, 21	
amendement, 89 . . .	amendment
Amy, 20, 26, 91, 95 . . .	sweetheart, friend
Angleterre, 83, 99 . . .	England
Anglois (n. of P.), 2, 3, 43, (anglois), 20	
Anglois (n. of T.), 57, 59, 105 etc. .	English
Anglois (a), 1, 3 etc.	
apparans, 55 . . .	the best
appeller, etc., 7, 19, 91 etc., (apelle, 91)	call

apperçoye, 97	perceive
apportez, etc., 8, 61, 83, 89, (appotte, 19)	bring home (hither)
apprens (apprinze), etc., 99, 105 etc.	learned
appres, 8, 37, 54, 87 etc., (apres), 89, 101	after
appres que, 42 etc., (apres que), 41, 50, 71	after that
approche, 103	draw neere
a propos, 85	to the { matter
arche, 18, 95	chest { purpose
argent, 19, 97 etc.	money
argile, 89	clay
arrester, etc., 59, 99 etc.	
arrivée (n.), 59	
arrivez, 73, 105 etc.	arrived
article, 3, 22	
artifice, 20	
ascavoir, 18 etc.	
assavoir, 21, 44	
aspirent, 5	
assaisonné, 87	seasoned
assez, 3, 8, 65, 87 etc.	meetly
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moy, 3, 8, 53, 73 etc.	.	.	.	me

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naïfue, 2					
mation, 21, (d'un certaine-), suffix, -man, -manne					
natuité, 15	Birth
nature, 4, 20					
nauseam, 19 (see nuisance)	suffix-some
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nefas, 9, (see fas)	crooke
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nouer, 6	knit
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par, 9, 11	
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plegeray, 75	.	pledge
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